

BSP Desk Reference

30 Minute Training Guide

SECTION 3A: Behavior Support Forms

SECTION 4: Defining Behavior Lines 1 - 4

1. **SECTION 3A - “Behavior Support Plan Form”**
 - Turn to SECTION 3 Page 3
 - Now Behavior Support Plan is expanded! Note:
 - Overall form-more space in which to write
 - Reactive Strategies-gives prompts for 1, 2, 3
 - Behavior Goals-chart
 - Manner and Content of Communication-designed to ensure two-way communication
2. **SECTION 4 - Line 1: “Defining Behavior”**
 - LINE 1 “ The behavior impeding learning is (*describe what it looks like.*)”
 - We are supposed to “describe non-judgmentally in observable, measurable terms”
 - Biggest problems with Line 1:
 - too general
 - not observable
 - not measurable
 - judgmental (e.g., aggression, manipulative)
 - extra behavior mentioned (prefer only one behavior!)
3. **KEY CONCEPTS FOR LINE 1:**
 - Turn to Section 4, Page 5
4. **INADEQUATE KARL:**
 - Get in twos or threes
 - Score Karl Line 1
 - Share with group: What is the score for Karl Line 1?
 - Why?
 - Things to Remember:
 - write so it can be measured
 - if using a general term then give examples
 - if incorporating more than one behavior then design a system throughout the BSP (e.g., number as 1 and 2)
 - Get in twos or threes and rewrite Line 1 to a score of two (2)
 - Share with group:

5. **SECTION 4 - Line 2: “It impedes learning because _____.”**
 - Turn to Section 4, Page 6 for examples-great resource!

6. **SECTION 4 - Line 3: “The need for a Behavior Support Plan:**
 - Turn to Section 1, Page 14- “Three Tiered Model for Behavior Support”
 - Early Stage Intervention (Tier 1 or Tier 2 /RTI)
 - Moderate (Tier 1 or Tier 2)
 - Serious (Tier 3) Make sure you have a team! Have to keep data!
 - Extreme (Tier 3) Make sure you have a team! Have to keep data!
 - NOTE:
 - Don’t need a BSP in order to use behavioral strategies
 - Do require a BSP if behavior is assaultive or self-injurious

7. **SECTION 4 - Line 4: “Frequency or Intensity or Duration of Behavior”**
 - See Section 3B Page 8 for Data Collection Forms
 - you have already or you will review these in another rotation

8. **MINI TRAINING:**
 - **RESOURCE:**
 - Handout
 - **ACTIVITY:**
 - Awful Examples!


9. **WHAT’S YOUR PLAN TO USE THIS INFORMATION?**
 - Anyone want to share?

10. **ANY QUESTIONS:**


Training Guide for Section 4

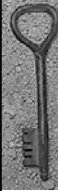
Resources for a 30-Minute Staff Training

1. PowerPoint slides to review concepts
2. Activity – 4 awful behavior descriptions taken from real life!
 - a. Snapshot of Ned – 12 years old
 - i. High average cognition
 - ii. Ridiculed and bullied daily
 - iii. ADHD, doesn't complete work
 - iv. History of hitting peers since preschool
 - b. Line 1 – “Difficulty interacting with peers (i.e., can be physically and verbally assaulting), withdrawals when feeling frustrated.”
 - c. What is wrong:
 - i. How do you measure “difficulty interacting with peers”?
 - ii. What does “assaulting” look like?
 - iii. What does “withdrawals” mean?
 - iv. How do you know how he feels?
 - v. Functions are different – difficult to approach in 1 plan
 - vi. Functions are not numbered
 - d. Rewrite
 - i. Ned slaps, kicks, and pushes other students (we'll get at how often (frequency) and when (predictors) and later. OR
 - ii. Ned will leave the classroom or other instructional area without permission. He will push chairs, slam doors, or in other ways make noise that disrupts the lessons.
3. Other bad examples: use the same method
 - a. “Physically aggressive toward another student(s); defiant toward adult requests.”
 - b. “Tantrums and aggressions to avoid non preferred tasks.”
 - c. “Non-compliance, doesn't follow directions, short attention span, possible sensory issues.”



Describing Behavior







@#%! "BAD" WORDS


(for Behavior Descriptions)

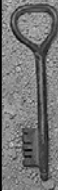
- ♦ uncooperative ♦ destructive
- ♦ argumentative ♦ aggressive
- ♦ oppositional ♦ *manipulative*
- ♦ *noncompliant* ♦ hyperactive



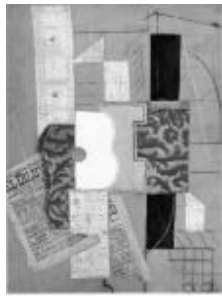


Judgmental!







Vague!



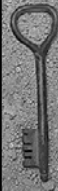
Guitar – Abstract is fine for art




Concrete




Guitar – See, Count, Specific




Behavior Description




Observable




Behavior Description




Measurable




Behavior Description




Specific



Describing Behavior



Not "Howard has a tantrum" but
 "Howard lies on the floor pounding his fists, banging his legs, and yelling."



Describing Behavior

■ *NOT* "Lyle is aggressive" *but*, "he pinches, kicks, or bites when an uninvited peer joins his game."

